

FILE C

Social Studies:

**Item Information and Scoring Guide Reference
Sheet, and Quantities of Items by Type..... C-2**

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Social Studies:

**Item Information and Scoring Guide Reference Sheet,
and Quantities of Items by Type**

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) items are scored. These pages contain the text for each item accompanied by the following information.

- **MC#:** the multiple-choice item position
- **Key:** the letter of the correct answer for the multiple-choice item
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

MAINE 2002–2003

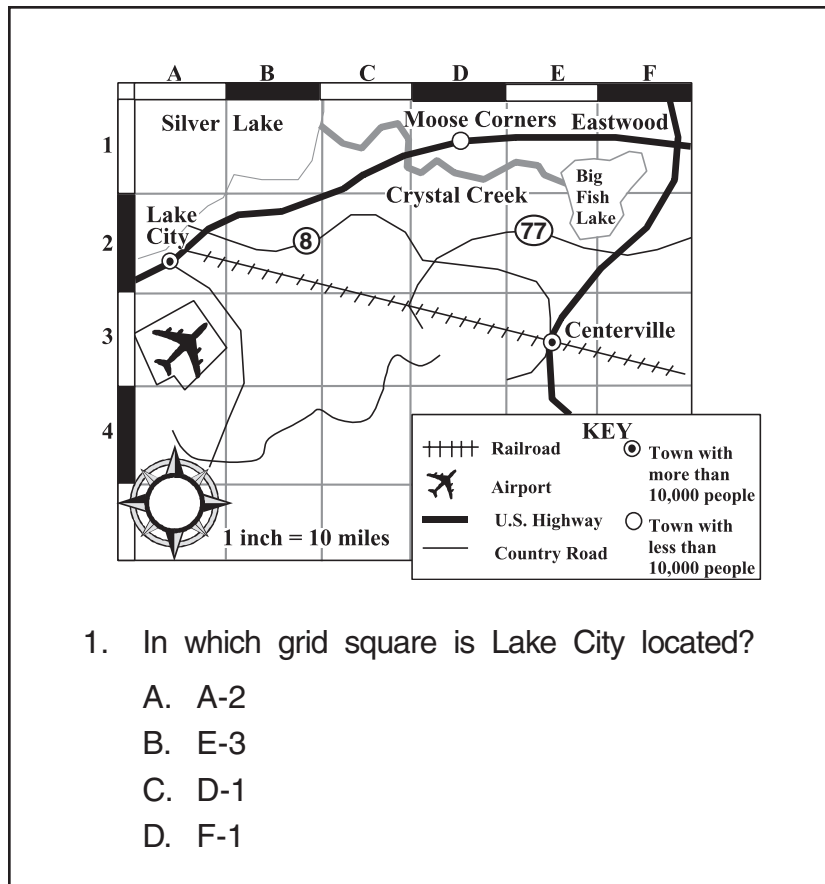
Social Studies Grade 4

The table below shows the quantities of released items for each item type. Item information for all item types and scoring information (guides and training notes) for all constructed-response items follow.

QUANTITIES OF ITEMS BY TYPE

MC	CR
24	6

**Items with Keys, Learning Results, Scoring Guides,
Training Notes, and Student Responses**



MC#: 1

Key: A

Learning Results: Geography A-1

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- 1 construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.

2. Throughout history, people have wanted precious metals, such as gold and silver. One of the reasons gold and silver are valuable is because
- A. gold and silver are easily mined.
 - B. there are large amounts of gold and silver.
 - C. gold and silver mines are found in every country.
 - D. the amounts of gold and silver are limited.

MC#: 2

Key: D

Learning Results: Economics C-1

Comparative Systems

- C Students will analyze how different economic systems function and change over time. Students will be able to
- 1 explain how selected cultures or countries meet basic human needs.

3. Which activity is an example of freedom of speech?
- A. writing a letter to the editor of a newspaper
 - B. going to the mall
 - C. buying a house in a new town
 - D. going hunting

MC#: 3

Key: A

Learning Results: Civics and Government A-1

Rights, Responsibilities, and Participation

A Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to

1 identify important individual rights (e.g., freedom of religion, speech, ownership of property).

4. The United States government is divided into three branches. The head of the executive branch is the
- A. Secretary-General.
 - B. President.
 - C. Speaker of the House.
 - D. Chief Justice.

MC#: 4

Key: B

Learning Results: Civics and Government B-2

Purpose and Types of Government

- B Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to
- 2 describe the basic structure of local and state governments.

5. Some people produce goods, while other people provide services. Which of the following people provide a service?
- A. fishermen
 - B. farmers
 - C. miners
 - D. nurses

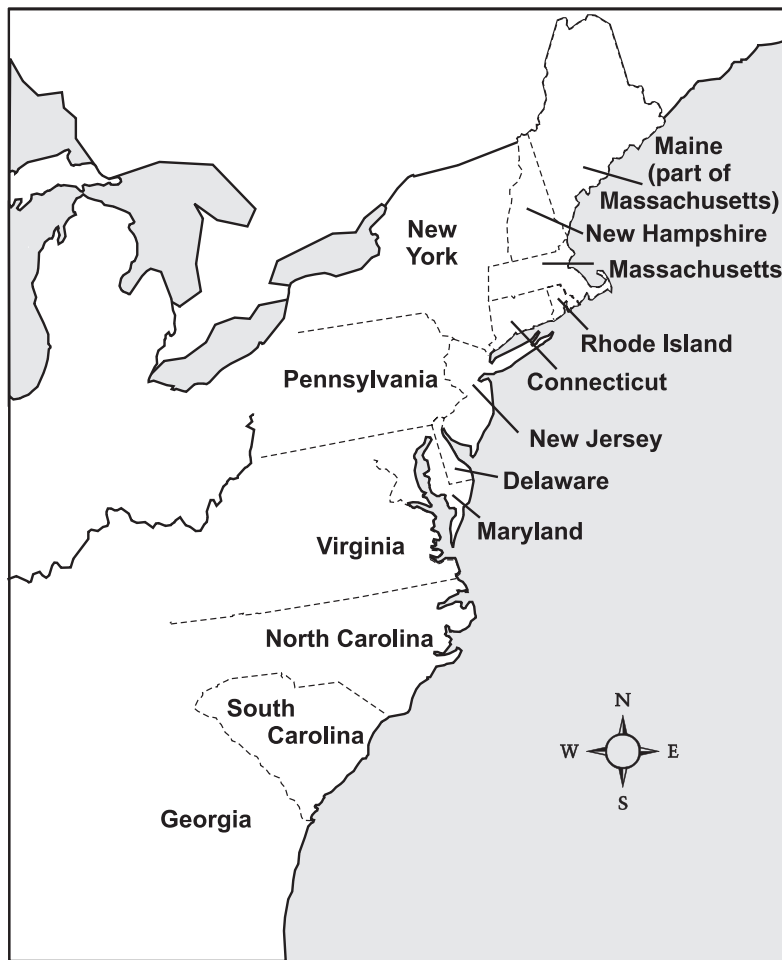
MC#: 5

Key: D

Learning Results: Economics A-1

Personal and Consumer Economics

- A Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to
- 1 describe barter and money and how each is used in the exchange of resources, goods, and services.



6. What does this map show?
- A. various sites of the 1849 California gold rush
 - B. the original English colonies
 - C. the provinces of northeastern Canada
 - D. land claimed by Spain in the 1500s

MC#: 6

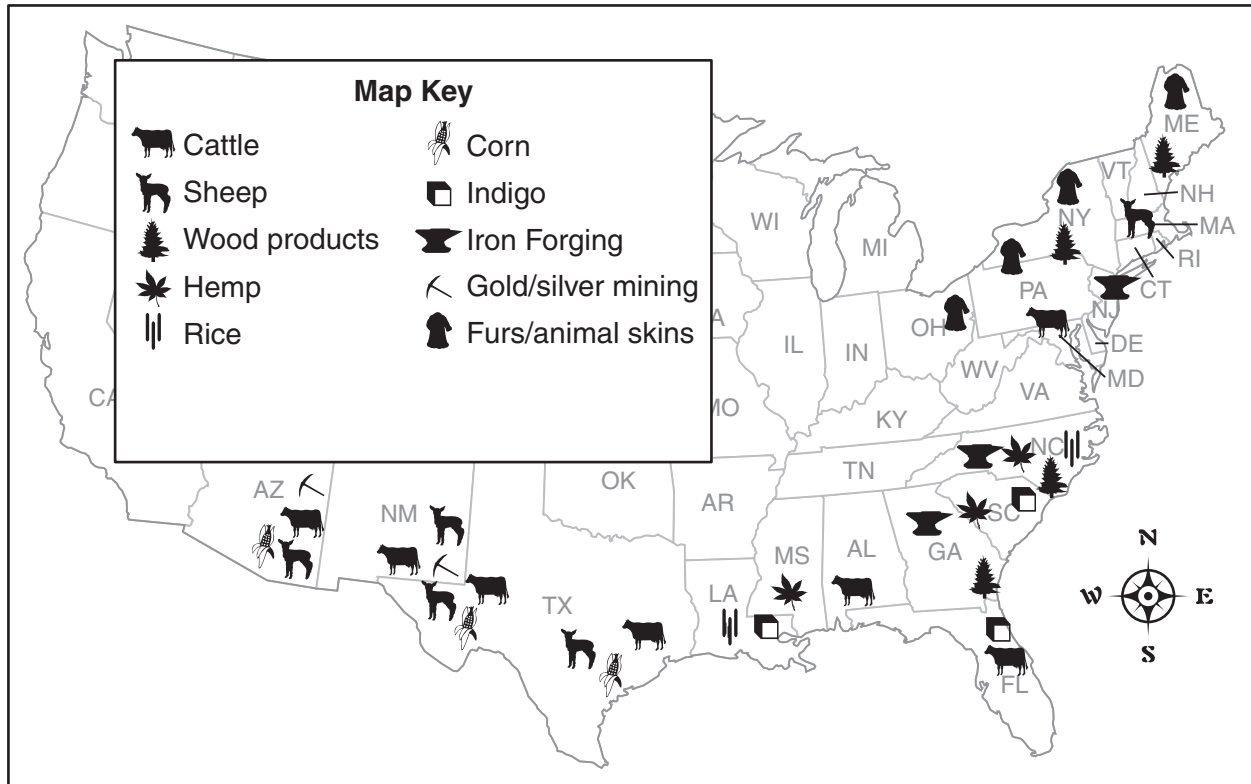
Key: B

Learning Results: History B-2

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 2 demonstrate an awareness of major events and people in United States and Maine history:
- Who lives here? and how did they get here? (immigrants, demographics, ethnic and religious groups)
 - Important people in United States and Maine history.
 - Different kinds of communities in Maine, the United States, and selected world regions.

Resources of the 1700s



7. Based on the map, how did people living in the area of Texas in the 1700s probably make a living?
- growing rice
 - raising cattle
 - mining gold and silver
 - hunting for animal skins

MC#: 7

Key: B

Learning Results: Geography B-2

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment. Students will be able to
- 2 explain ways in which communities reflect the backgrounds of their inhabitants.

8. Which of the following is the BEST example of being a good citizen?
- A. going to college
 - B. obeying the speed limit
 - C. buying a car
 - D. owning a house

MC#: 8

Key: B

Learning Results: Civics and Government A-2

Rights, Responsibilities, and Participation

- A Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to
- 2 explain why certain responsibilities of democratic society are important.

9. Some features of Earth's surface are called landforms. Which list names all landforms?
- A. rivers, plains, and tunnels
 - B. islands, bridges, and lakes
 - C. highways, tunnels, and gulfs
 - D. mountains, valleys, and plateaus

MC#: 9

Key: D

Learning Results: Geography A-1

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- 1 construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.

10. Many people have added to the cultural heritage of Maine. Which of the following would be the BEST place to visit to learn about the cultural heritage of Maine?
- A. a historic museum
 - B. a newspaper office
 - C. a fire station
 - D. a state park

MC#: 10

Key: A

Learning Results: History B-1

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 1 make connections between and among events in their personal lives and those occurring in the community.

11. Many people think Super Bowl tickets are expensive. What is one reason the tickets may be expensive?
- A. Few people like football.
 - B. Football is played by many people.
 - C. Football is played for many months every year.
 - D. The Super Bowl happens only once a year.

MC#: 11

Key: D

Learning Results: Economics B-1

Economic Systems of the United States

- B Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to
- 1 identify the three basic economic questions all economic systems must answer: What to produce? how? and for whom?

12. Which right is found in the Bill of Rights?
- A. the right to have a good job
 - B. the right to accept free food
 - C. the right to meet with others
 - D. the right to get free care in a hospital

MC#: 12

Key: C

Learning Results: Civics and Government C-1

Fundamental Principles of Government and Constitutions

- C Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to
- 1 explain how the Constitution protects individual rights (e.g., Bill of Rights).

13. What does it mean when resources are scarce?
- A. People have all of the resources they need.
 - B. There are too many resources.
 - C. There are not enough resources.
 - D. People want more resources than they need.

MC#: 13

Key: C

Learning Results: Economics A-2

Personal and Consumer Economics

- A Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to
- 2 identify a situation in which a personal decision is made about the use of scarce resources (e.g., deciding to use allowance to go to the movies instead of buying a gift for a family member).

14. The following people are all from Maine.

- Stephen King
- Robert McCloskey
- E.B. White
- Henry Wadsworth Longfellow

All of these people are famous for doing the same thing. What are they famous for doing?

- A. being military leaders
- B. being writers
- C. being business leaders
- D. being governors

MC#: 14

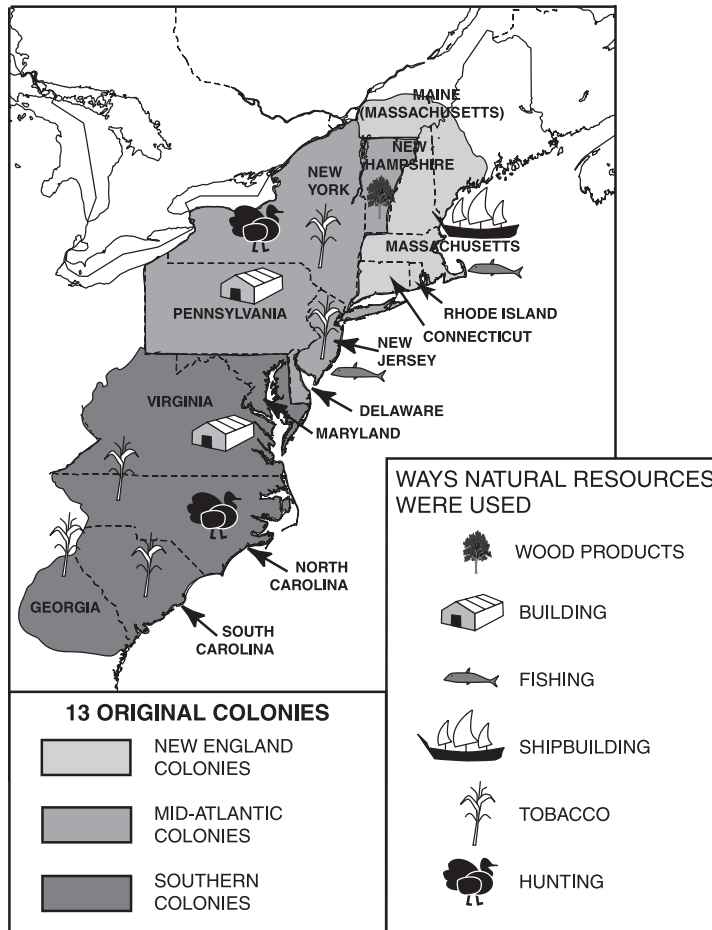
Key: B

Learning Results: History A-2

Chronology

- A Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to
- 2 place in chronological order, significant events, groups, and people in the history of Maine.

USE OF NATURAL RESOURCES IN COLONIAL SETTLEMENTS



15. This map shows some of the major ways natural resources were used in the thirteen colonies during the 1700s. Which colony was a major shipbuilding center?
- Georgia
 - Maryland
 - South Carolina
 - Massachusetts

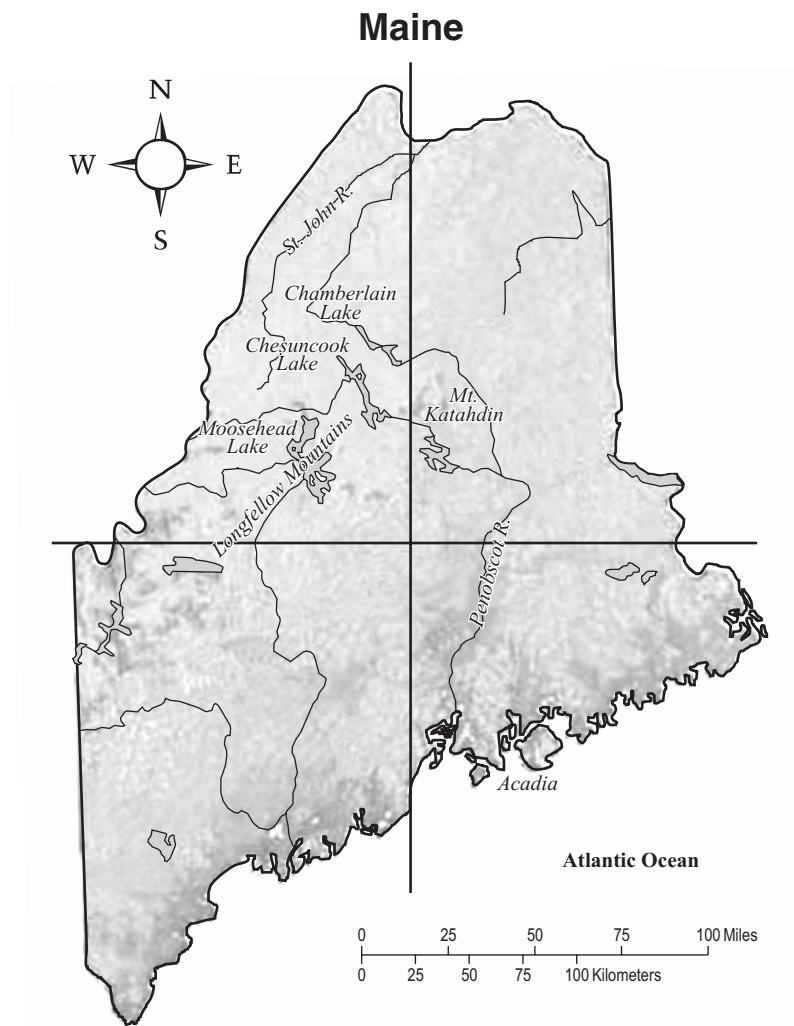
MC#: 15

Key: D

Learning Results: Geography B-3

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment. Students will be able to
- 3 use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.



16. This map of Maine is called a physical map.
- Name TWO physical features shown on the map.
 - Describe how EACH of these features affects how people live in that area.

CR#: 16

Learning Results: Geography A-1

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Student correctly names two physical features from the map. Response thoroughly describes how each physical feature affects how the people live in that area. The connection between the physical features and lifestyles is evident.
3	Student correctly names two physical features from the map. Response describes how each physical feature affects how the people live in that area. The connection between the physical features and lifestyles is evident. The response is general and may contain minor inaccuracies.
2	Student correctly names two physical features from the map. Response describes how one physical feature affects how the people live in that area. The response is limited, and the connection between the physical feature and lifestyles is weak. OR Student correctly names one physical feature from the map. Response thoroughly describes how one physical feature affects how the people live in that area. The connection between the physical features and lifestyles is evident.
1	Student correctly identifies two physical features from the map. OR Response describes how at least one physical feature affects how the people live in that area. Response is minimal or contains significant inaccuracies.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #16

Physical Features:

Penobscot River
 Androscoggin River
 Kennebec River
 Aroostook River
 St. John River
 Moosehead Lake
 Chamberlain Lake
 Flagstaff Lake
 Rangeley Lake
 Grand Lake
 Mt. Desert Island
 Longfellow Mountains
 Mt. Katahdin
 Atlantic Ocean

Effects:

how people make a living
 types of shelter
 dress
 types of transportation
 methods of communication
 (recreation)

16a.

4

One physical feature is the Longfellow Mountains. Another physical feature is Moosehead Lake.

b.

In the Longfellow Mountains it affects the people to live in the valleys where they will have great farming. The people at Moosehead Lake can have some great fishing because the lake is near them. So they could have trout for dinner if theyed like to.

A. Two physical features are Moosehead Lake, the biggest lake in Maine, and the Penobscot River, named after the Penobscot Tribe, Indians. B. Living near a lake makes life very different from living by the ocean or forest. There they fish a lot, and it is normally average temperature there. They probably do a lot more swimming than hunting or anything by the forest. The Penobscot River affects everyone that lives there by cutting off their way if they are trying to travel across. The only way is to go by bridge. It also supplies them with fish like Moosehead Lake. It also gives recreation like white water rafting.

16a.

3

Moosehead Lake and Mt. Katahdin

b.

The people who live around Moosehead Lake can fish for trout and bass and other fish.

People who live around Mt. Katahdin can hike to Knife's Edge.

16a.

3

One feature is an island called Mount Desert, the other is Moosehead Lake.

b.

Mount Desert Island brings beauty and peace to the people who live on the island, and Moosehead Lake fills the local towns with fish, and the stores get a lot of money.

16a.

2

Two physical features are the Atlantic Ocean, and Mt. Katahdin.

b.

The Atlantic Ocean has a good harbor and a lot of fish. And Mt. Katahdin has a good view, and rain.

16a.

2

These are two physical features shown on the map. Moosehead Lake, Penobscot River.

b.

Moosehead lake is the biggest lake in Maine. So people can canoe and fish. Penobscot river is the biggest river in Maine so people can fish or sail to the ocean.

16a.

1

Chamberlain lake and Moose head lake

b.

There tourist attractions.

16a.

1

Long fellow mountains
and MOOSE head lake

b.

17. Your class is creating an American Leaders Hall of Fame display. Your classmates are researching people who have become American heroes through their words and actions.

Four people important to American history are listed below.

- George Washington
- Benjamin Franklin
- Abraham Lincoln
- Martin Luther King Jr.

Choose ONE of the leaders from the list.

- a. Describe who this person was and ONE thing he did to become famous.
- b. Explain why this person's words and actions were important to American history.

CR#: 17

Learning Results: History B-2

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 2 demonstrate an awareness of major events and people in United States and Maine history:
- Who lives here? and how did they get here? (immigrants, demographics, ethnic and religious groups)
 - Important people in United States and Maine history.
 - Different kinds of communities in Maine, the United States, and selected world regions.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response shows an in-depth understanding of the contributions of famous Americans. Student writes the name of the leader and describes who he was and what he did to become famous. Student explains why this person is important in U.S. history. The response is accurate and thorough.
3	Response shows a general understanding of the contributions of famous Americans. Student writes the name of the leader and describes who he was and what he did to become famous. Student explains why this person is important in U.S. history. The response is general and may contain minor inaccuracies.
2	Response shows a limited understanding of the contributions of famous Americans. Student writes the name of the leader and describes what this person did to become famous. Student explains why this person is important in U.S. history. The response is limited and may contain minor inaccuracies.
1	Response shows a minimal understanding of the contributions of famous Americans. Student writes the name of the leader and describes what this person did to become famous or explains why this person is important in U.S. history. The response is minimal and may contain major inaccuracies.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #17

Benjamin Franklin: Franklin played a crucial role in the American political arena and as a diplomat to help gain independence. He was active before the war, encouraging greater cooperation among the colonies. He was a delegate to numerous meetings, the most important being the First and Second Continental Congresses. At the Second Continental Congress, he was a strong supporter of independence and assisted with the creation of the Declaration of Independence. During the war, he served as a representative to France and was crucial in gaining an alliance that would bring them into the war.

George Washington: Washington had already established himself as a military and political leader since the French and Indian War. As the Second Continental Congress debated independence, Washington was selected to be the Commander in Chief of the Continental Army. He led the army from the early defeats to final victory at Yorktown. His personal qualities were crucial in achieving final victory, for there were many moments when the cause seemed lost.

Abraham Lincoln: sixteenth president of the United States; wrote the Emancipation Proclamation that officially freed slaves. He struggled to keep the United States one country, despite the South having seceded.

Martin Luther King Jr.: Civil rights activist; led the Montgomery bus boycott; made the famous “I Have a Dream” speech; played a significant role in reforming American society to ensure equality for African Americans.

17a.

4

George Washington lead the colonists against the British during the Revolutionary War. He became famous after the Revolutionary War because he was the first president and earned the title "The father of our country."

b.

George Washington was so important because he was the first president. He was such a good leader that the citizens wanted him to become a king.

17.

4

I am writing about Martin Luther King Jr. He was an African-American and he lived where there were separate schools for blacks, separate playgrounds and even separate drinking fountains. Martin Luther King Jr. was very upset about this. So Martin L.K Jr. started going against laws and fighting for blacks rights. He made lots of speeches, but his most famous was one called "I believe." That speech made most whites think that blacks should have as many rights as whites.

17a.

3

Martin Luther King Jr. was a black in Alabama and he thought blacks and ~~white~~ should have equal ~~rites~~. Martin Luther King Jr. is famous for the I have a dream speech and peaceful marches.

b.

Martin Luther King Jr's actions were very important to American history because he led peaceful marches for blacks to have equal ~~rites~~ as whites. He had a very important speech in American history and it was I have a dream speech.

17a.

3

I will pick Martin Luther King Jr.

Martin Luther King Jr. was a black man who was very important. He became famous because he made a special speech.

b.

His words were very special because he talked about freedom. He talked about freedom because white people had there own bathroom, and water fountain, and the white people got to sit in the front. With the black, the black people had there own bathroom, and water fountain, and had to sit in the bumpy back.

So Martin Luther King wanted them to be equal.

17a.

2

Martin Luther King Jr. made
big speech that it should not
matter the color of your
skin it should matter about
the inside.

b.

It was important because
he stood up for black people.
And that is when he
made the big speech.

17a.

2

I chose Abraham Lincoln. He was the 16th President. He lead the civil war and freed the slaves

b.

His words and actions were important to American history because he said that he didn't want slaves and he freed the slaves

17a.

1

Benjamin Franklin was a
man who invented things.

b.

Benjamin Franklin invented things
like electricity, stove, pens, and
paper and that's what made
Benjamin Franklin famous.

17.

1

"I pick George Washington because he was the president of the United State that's why he is famous." He is important because he protected us and gave us what he said he would he was a good president.

18. In the United States, a person who is accused of a crime is allowed a fair trial in court. Exactly where is this basic freedom written?
- A. the Bill of Rights
 - B. the Declaration of Independence
 - C. the Gettysburg Address
 - D. the National Anthem

MC#: 18

Key: A

Learning Results: Civics and Government C-1

Fundamental Principles of Government and Constitutions

- C Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to
- 1 explain how the Constitution protects individual rights (e.g., Bill of Rights).

19. Which is a major city in the United States?
- A. Utah
 - B. Missouri
 - C. Los Angeles
 - D. New Mexico

MC#: 19

Key: C

Learning Results: Geography A-2

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- 2 locate major cities of the world and discuss why they emerged in that particular region.

20. In the 1600s and 1700s, many British people settled in North America. They left Britain for different reasons. The MAIN reason these people settled in Plymouth and Massachusetts Bay was to
- A. avoid being sent to jail.
 - B. find gold and silver.
 - C. take a vacation.
 - D. have religious freedom.

MC#: 20

Key: D

Learning Results: History B-2

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 2 demonstrate an awareness of major events and people in United States and Maine history:
- Who lives here? and how did they get here? (immigrants, demographics, ethnic and religious groups)
 - Important people in United States and Maine history.
 - Different kinds of communities in Maine, the United States, and selected world regions.

21. The prices of goods and services often change. If an ice storm in Florida heavily damages the orange crop, the price of oranges will probably
- A. go down because the number of oranges will go down.
 - B. stay the same as before the ice storm.
 - C. go up because the number of oranges will go down.
 - D. go down because oranges will be picked earlier.

MC#: 21

Key: C

Learning Results: Economics B-1

Economic Systems of the United States

- B Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to
- 1 identify the three basic economic questions all economic systems must answer: What to produce? how? and for whom?

22. During the 1700s, people in the American colonies had to grow or make most of the products they used. Some people were skilled as blacksmiths, gunsmiths, or silversmiths. These people were called
- A. farmers.
 - B. craftsmen.
 - C. plantation owners.
 - D. indentured servants.

MC#: 22

Key: B

Learning Results: History A-1

Chronology

- A Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to
- 1 identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.

23. Some people sell goods, while other people sell services. Which people sell goods?
- A. farmers
 - B. doctors
 - C. dentists
 - D. teachers

MC#: 23

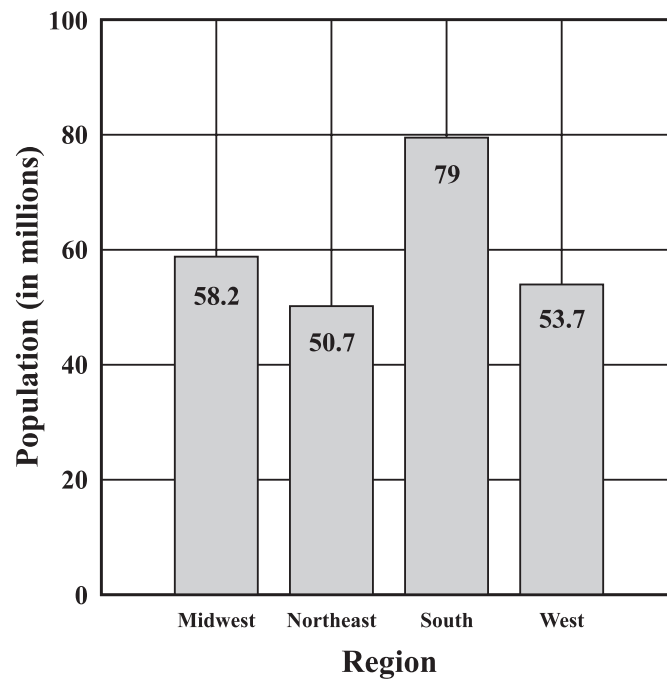
Key: A

Learning Results: Economics A-1

Personal and Consumer Economics

- A Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to
- 1 describe barter and money and how each is used in the exchange of resources, goods, and services.

U.S. Population By Region 1990



Source: 1990 U.S. Census

24. Which region had the smallest population?

- A. West
- B. Midwest
- C. South
- D. Northeast

MC#: 24

Key: D

Learning Results: Geography B-1

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment. Students will be able to
- 1 demonstrate an understanding of why certain areas of the world are more densely populated than others.

25. The government of the United States is divided into three branches. These branches are
- A. national, state, and local.
 - B. international, national, and local.
 - C. interstate, state, and intrastate.
 - D. executive, legislative, and judicial.

MC#: 25

Key: D

Learning Results: Civics and Government B-2

Purpose and Types of Government

- B Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to
- 2 describe the basic structure of local and state governments.

26. Which level of government has the MAIN responsibility to protect the country from being attacked by a foreign nation?
- A. the national government
 - B. the state government
 - C. the county government
 - D. the local government

MC#: 26

Key: A

Learning Results: Civics and Government A-3

Rights, Responsibilities, and Participation

- A Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to
- 3 identify the functions of government at school, locally, and at the state level.

Child Labor



27. One hundred years ago many children in Maine worked in textile mills.
- Give TWO important ways their daily lives were different from yours.
 - Explain ONE reason why so many children worked in the mills.

CR#: 27

Learning Results: History C-1

Historical Inquiry, Analysis, and Interpretation

- C Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events. Students will be able to
- 1 identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response shows an in-depth understanding of child labor in Maine one hundred years ago. Student gives two important ways that the lives of children who worked in the mills are different from their own lives. Student thoroughly and accurately explains one reason children worked in the mills. (3 parts of the question)
3	Response shows a general understanding of child labor in Maine one hundred years ago. Student gives two ways that the lives of children who worked in the mills are different from their own lives. Student gives a general explanation of why children worked in the mills. (The student gives a general answer to all three parts of the question.) OR The student gives one way that the lives of children who worked in the mills are different from their own lives, and a thorough explanation of why children worked in the mills.
2	Response shows a limited understanding of child labor in Maine one hundred years ago. Student answers all three parts of the question in a limited way. OR The student gives a general answer to one part of the question, and a limited answer to another part.
1	Response shows a minimal understanding of child labor in Maine one hundred years ago. The student gets something right.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #27

Differences (not an exhaustive list):

Children then did not go to school; children today do.

Children then earned money that helped support their families; children today don't.

Children then rarely had holidays.

Children often worked in dangerous conditions.

Why children worked in the mills:

Their families needed the money.

27a.

4

They were working in mills while we were learning in school and they probabaly had to work much longer and got very tired easily.

b.

Lot's of children had to work in the mills because they're family's needed the money to support the fam so they could have food, shelter and clothes even (though they didn't get paid much.)

The children from Maine^{textile} had different lives than us because all day they were spinning and we just loll around most of the day. They also got very sick sometimes from being around bacteria. They didn't even have much medicine so they died from sickness a lot.

b.

So many children worked in the textile mills because they needed money to help their parents support the family. They had to work there because there were not that many other places to work. Those children led a hard life!

27a.

3

Their dayly lives were different from mine because instead of going to school they would go to the mill. And insted of Learning they would always have to work like are parents do now.

b.

They probly had to work in the mills because their family didn't have enough money so the children had to pitch in and help earn more money.

27a.

3

Children worked and
now children go to school.
Children worked back
then now children do
chores.

b.

Children work in the
mills because back then
children had to work
because they needed more
money to provide their
families.

27a.

2

They didn't go to school. They had jobs at a young age.

b.

They were poor

27.

2

(A) (1) The kids back then had to work and we get to go to school and play. (2) We learned things that they didn't know. (B) (1) To make money for there family. So they can get some-things to eat and drink.

27.

kids now don't ordinarily
have jobs

1

27a.

Now Kid mostly don't have
jobs they just have chores

1

b.

Because that was mostly the
only job back then.

28. a. Explain TWO reasons we need to have a local (county, city, or town) government.
- b. Explain TWO reasons we need to have a state government.

CR#: 28

Learning Results: Civics and Government B-1

Purpose and Types of Government

B Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to

1 describe why we need governments (e.g., law and order, defense, roads, schools).

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	The student explains two valid reasons for having local government and two valid reasons for having state government. The reasons given are clear, distinct, and accurate.
3	Student explains two valid reasons for having local government and two valid reasons for having state government. The reasons may not be clearly explained, may not be clearly distinct, or may contain minor inaccuracies or a combination of three reasons.
2	The student identifies one valid reason for having local government and one valid reason for having state government. OR The student identifies two valid reasons for having either local or state government.
1	The student identifies one valid reason for one type of government.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #28

local government and state government (partial listing):

- safety and protection
- provide services
- construction of roads, buildings, etc.
- provide order

28a.

4

① Government gives construction companies permits to build.

② We wouldn't have fire fighters

b.

① We wouldn't have state troopers (Police)

② law makers make laws for the state.

28a.

4

One reason we need to have a local government is the local government has to hire police, fire fighters, pave the roads, do all that stuff and more. Another reason is the local government provides schools so kids like me can learn new things.

b.

One reason we need to have a state government is we need them to build a turnpike. Also we need the state government to make some laws for our state.

28a.

3

We need local government in
G to make certain decisions
like if a store can build in
a spot, or to decide if a
teacher can teach at a school.

b.

We need state government
to make laws in Maine, or
make a decision if someone had
to go to jail or not.

28a.

3

We need a local government because each section needs help. Fireman/trucks, Police and Ambulance people/doctors/hospital Also to keep us safe and clean. They make sure laws are carried out and keeps us together.

b.

We need a state government because then each state can be safe and clean. Also so everything works right. Laws, help, jobs.

28a.

2

We need a local government because the national government doesn't pay attention to small towns. Also they provide police and fire department.

b.

We need a state government to provide jobs for people. Also they provide money.

28a.

2

We need a local (county, city or town) government because county government keeps the county safe and so does the city and town governments.

b.

We need a state government because to keep the state ~~clean~~ and safe.

28.

1

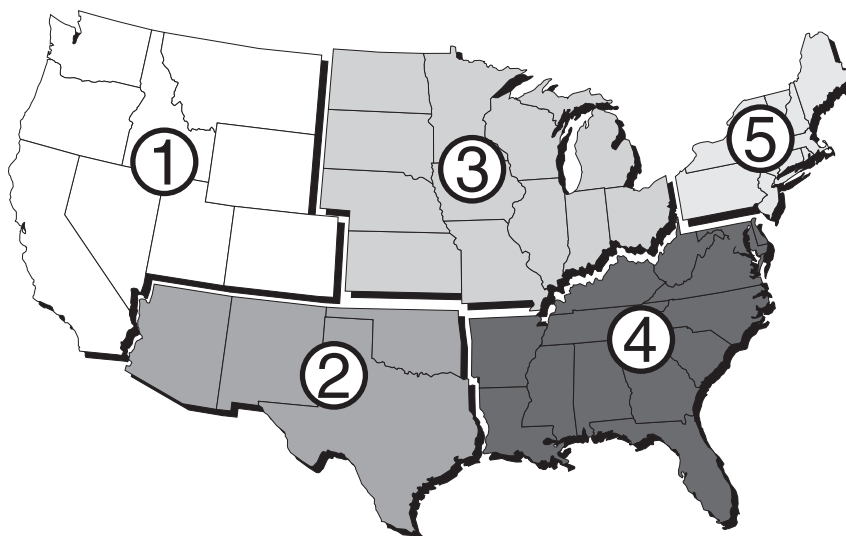
the reason why we need a
government is if we did
not have a government
there would not be any laws
and everyone would be
running wild and killing
innocent people.

28.

1

If we didn't have
those governments we
would be no town or
state or country. B. We
wouldn't be able to
have judges either
cause the government
needs to know!

Regions of the United States



29. The map shows five regions of the United States.

Choose ONE region shown on the map.

- Write the NAME and NUMBER of the region you have chosen.
- Describe TWO important geographic features of that region. (For example, you might tell about the climate, landforms, or bodies of water.)
- Pick ONE of the features you described and tell what effect it has on the lives of people in that region.

CR#: 29

Learning Results: Geography A-1

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response shows an in-depth knowledge of the regions of the United States and the geographic impact on the people. Student names the region chosen and describes two geographic features of that region. Response describes the effect one feature has on the people of that region. The response is accurate and thorough.
3	Response shows a general knowledge of the regions of the United States and the geographic impact on the people. Student names the region chosen and describes two geographic features of that region. The response describes the effect one feature has on the people of that region. The response is general. It may contain minor inaccuracies.
2	Response shows a limited knowledge of the regions of the United States and the geographic impact on the people. Student names the region chosen and describes at least one geographic feature of that region. The response describes the effect one feature has on the people of that region. The response is limited. It may contain minor inaccuracies.
1	Response shows a minimal knowledge of the regions of the United States and the geographic impact on the people. Student names the region chosen and describes one or two geographic features of that region OR the response describes the effect one feature has on the people of that region. The response is minimal and may contain major inaccuracies.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #29

Region	Geographic Features (partial listing)
5-Northeast	Climate—mild summers and cold winters
	Landforms—rugged coastlines, hills, forested areas
	Bodies of water—rivers, lakes, coastal areas
4-Southeast	Climate—hot, humid summers with mild winters
	Landforms—coastlines, with level areas rising to elevated areas, forested areas
	Bodies of water—rivers, lakes, coastal areas
3-Midwest	Climate—mild to humid summers with cold winters
	Landforms—flat land with some rolling areas
	Bodies of water—rivers, lakes, inland coastal areas
2-Southwest	Climate—hot, dry summers with mild winters
	Landforms—variety of flat and elevated areas, variety of mild areas to desert areas
	Bodies of water—variety having areas with rivers, lakes, and coastal areas; other areas are very dry
1-Northwest	Climate—mild, wet summers with mild winters
	Landforms—rugged coastlines, forested areas, mountains
	Bodies of water—rivers, lakes, coastal areas

The features can influence where people live, their work, their clothing, types of transportation, types of communication, etc.

29a.

4

I have choosen region five, the Northeast.

b.

The Northeast has both very hot and very cold weather, most of the time it is very cold. Most of the Northeast is by the Atlantic ocean. The Northeast has many, many, many lakes.

c.

Since they are so close to the water alot of people are fishermen or women or go lobstering as a job. Also some work on building boats are ticket taker for cruise ships like the Cat.

I've chosen the Midwest.

b.

Some important geographical features in the Midwest are the great lakes. I'm pretty sure there are five of them: Erie, Ontario, Michigan, and two others that I can't remember at the moment. It's also has grassland, or prairie.

c.

The prairie stretches over a lot of the Midwest, making it known for the prairie. This also makes it easier for farmers because they don't have to fight the trees to keep their fields and they don't have to worry about clearing trees for a field. Plus, the soil is very rich, so the Midwest is known for the farmers who live there. This changes the farmers' life because it's easier for them.

29a.

3

I chose number 5 the North east.

I chose it because I have probably been to every state in that region.

b.

It has water surrounding one side of the region. I has lots of rivers and mountains. It is very beautiful to see

c.

The water helps the people to produce seafood and to survive with what they need. It also helps people because when they sail boats.

A The region I have chosen is the northeastern region. B In the northeastern region the climate is humid during the summer usually and very cold during the winter. Almost all of the states in this region touch the Atlantic ocean. C The climate in this region is good to harvest things like potatoes, apples or carrots. In Acrostook, Maine kids even take three weeks of school off to harvest potatoes!

29a.

2

Northwest Region.

b.

There are ~~abt~~ of mountains up there rocky, small ones. The Region has lots of lakes and streams, springs too.

c.

The springs and the lakes provide water for the people.

29.

2

I choose #4. a) The Southeast Region. b) It's kind of flat and it's hot. There's good swimming water in Florida. c) People like to swim in the water.

29a.

I have chosen the North East region.

1

b.

One is the climate. It is very cold sometimes.
Another is the landform. It has no plains at all.

c.

(I don't know!!)

29a.

I chose Number 5.

1

b.

New England.

c.

A lot of water, fish
lobster and stuff

41. You have an apple stand and your business is good. Someone opens another apple stand in your neighborhood near you.
- Explain TWO things you can do to make your apple business continue to do well.

CR#: 41

Learning Results: Economics B-1

Economic Systems of the United States

- B Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to
- 1 identify the three basic economic questions all economic systems must answer: What to produce? how? and for whom?

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	The student explains two reasonable actions.
3	The student explains two actions; one is reasonable and one is not. OR The student identifies more than two reasonable actions.
2	The student identifies one reasonable action. OR The student identifies two reasonable actions without explanation.
1	The student identifies at least one or more unreasonable actions.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #41

partial listing

advertise
lower prices
more apples for less money (two for the price of one)
give away apples
offer other products

41.

4

To make my apple business continue to do well is make the prices go down so people will come and buy more apples. One other thing is Sell all kinds of different kinds of apples. So people will buy them. You dont just want to have One kind of apples then nobody will buy them and You will not make Your business continue well That's what I would do to make my apple business continue to do well.

41.

4

If you want your apple business to thrive, you could sell your apples cheaper than the other apple stand because more people will go for cheaper apples than more expensive ones, and if more people go to your stand, even if you sell apples cheap, you make money. Another way to keep good business would be to make sure all your apples are the best quality possible. More people will go for big, delicious apples than ~~sour~~awny ones that taste bad.

41.

3

Sell bigger apples and lower the price. Make a bigger stand. and write on the sign **APPLE STAND**.

41.

3

1. Make your apples 5 cents less than the other guy's apple stand. 2. You could say buy two get one free. 3. you could make apple cider and sell it with the apples.

41.

2

You can bring the price down or just keep on trying your best and let the other person do its job and you just keep on doing your job!!

41.

2

You could give a free drink of water. Or you could also make it less money

41. Go over and say
can work here and it'll
give you a discount, (not)
Or just go some wear
else!!!

41. You can make a ~~go~~ big store and
get more apples.